Topic	Drawing Inferences
Technique	Save the Last Word for Me
Grade Level	3rd grade
Rationale	As a result of this lesson, students will be able to bring together their background knowledge about a topic with the text in order to reach conclusions about the underlying theme or topic. Students will be able to infer more information based on the text and understand the writer's purpose or point of view.
Where/How would this lesson fit in to the overall unit plan?	This lesson would be taught at the end of the comprehension reading strategies. Students would have to have a concrete understanding of other strategies (i.e. predicting, visualizing, summarizing, etc.) in order to learn how to draw inferences from a text.
Estimated length of time to teach this lesson	20-25 minutes.
Common Core State Standard	CCSS.ELA-LITERACY.RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. CCSS.ELA-LITERACY.RI.3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.
Objectives: -Unit Objectives -Lesson Objectives -Performance Objectives	**Unit Objective** – Students will learn how to draw inferences and conclusions based on merging background knowledge with a non-fiction text. **Lesson Objective** – As a result of this lesson, students will know how to choose passages that "stand out" in a text and be able to merge their own knowledge **Performance Objective** – As a result of this lesson, students will be able to visualize the main (important) ideas in a passage from the text,
Materials Needed	*Guess What is Growing Inside This Egg* by Mia Posada - Note-cards (3 per student)
Anticipatory Set (the "hook")	Before the girls begin the lesson, I will read them a few different sentences. One of the sentences will state, "Jane said she went to Florida." Another sentence will state, "Jane misses her friend, Diana. She said she had gone to Florida to see Mickey and Minnie Mouse." I will have the girls think about the sentences and then ask them a few basic questions (Who went to Florida? How do we know that it was Jane and not somebody else?) By asking the girls these questions and based on their responses, I will explain that we are inferring what these sentences are saying (we infer that Jane went to Florida). In the second example, I would ask the girls, "Why are Mickey and Minnie Mouse in Florida?" "Who said this person had gone to Florida?" All of these answers are inferred based on the little information that was given in the sentences. I will explain to the girls that today,

	we will make inferences based on another text entitled, *Guess What is Growing Inside This Egg*.
BEFORE READOMG	

Procedures/Activities:
 	
  Pre-assessment
 	
  Teacher Input
	Pre-assessment – As discussed in the "Anticipatory Set", I will assess how well both students are able to make inferences based on a few short sentences. Do the girls understand that they are making inferences and not actually finding concrete answers to the questions? They are inferring what the writer has stated, rather than drawing concrete conclusions from it.
	Teacher Input – This lesson will be partly student-based and partly teacher-based. To introduce this strategy, we will read the passages in the text aloud. Afterwards, students will write their own sentences or phrases that "stood out" to them the most. This can be interesting passages, sentences, or anything else that stood out. The rest of the lesson will be student-led as they will be discussing the passages that they chose together with few teacher prompts for cues.

DURING READING	

Procedures / Activities:
 	
  Checking **f**or **U**nderstanding
 	
  Guided Practice
	CfU – It will be evident if students have picked up on the skill (drawing inferences) when they choose the passages or sentences that stood out the most to them. It will also be crucial for them to explain why they chose the selection along with prioritizing the order to importance of the cards along with the feedback from the other student in the group.
	Guided Practice – Using the story*, Guess What is Growing inside This Egg*, the students will read various passages (alligators, ducklings, octopuses). We will read the passages aloud together (with each girl switching off reading after each passage). Based on the explanation of the egg, the girls will choose a short passage or sentence that stood out to them the most. They will then write down why they chose this passage on the other side of the note-card while I encourage the girls to "Read between the lines" in their explanations. If the girls are struggling to understand this concept, I will provide one. For example, in the passage about the alligators it states, "They use their long tails as paddles to push themselves through the water." The girls must use their background knowledge about reptiles and alligators and infer that the author is saying their tails are used as a means of moving or swimming through the water. The girls will do the same thing each time with a different note-card for each passage about the various animals in the text.

AFTER READING	

Procedures / Activities:
 	
  Closure
 	
  Independent Practice
	Closure – After each passage about the various animals have been read, the students will prioritize the order of the cards (from most to least important, or based on their combined interests) along with a few other cards that I have made up. Each girl will read aloud the front of what their note-card states (the passage

	or sentence chosen) and the other girl will respond to what they infer or think that it means or if they agree or disagree. Once the other girl responds, they will then read their explanation as they now have the "last word" and will allow them to either alter/change their explanation or stand by it. The girls will do this for each passage in the story. **Independent Practice** – No homework or additional practice will be provided for the student post-lesson.
Assessment **Evaluate**	This reading strategy may be a bit more difficult for the girls to comprehend and understand in this first lesson. Multiple examples will be provided to help the girls make and draw inferences from the text. I will evaluate the girls based on the passages that they chose in the text along with their explanations behind why they chose the text and what they think the author was inferring based on it. Since this is a non-fiction text, most of it will be informational and factual, but inferences can be drawn based on what the author states about the animals. I will assess the girls on how well they can prioritize the note-cards (i.e. working together to put them in order from most to least important). It will be evident based on the discussion and the explanations of passages if the girls understand the strategy that has been introduced in the lesson (Drawing Inferences).
Self-evaluation/ Reflection ***For RDG 4314 this will be done as a separate paper.	This section is meant to be teacher based and focused on the teacher's teaching behaviors. When you have actually taught the lesson, reflect on what occurred during the process. How will you gauge your effectiveness as a teacher at the end of the lesson? What questions will you ask yourself that will help you know if you were successful in meeting your objectives? Did the students meet the intended learning objectives of the lesson? Why or why not? Consider your part in their success .Did the activities you planned actually support the intended learning objectives or were they somehow off-track? Were activities adequately modified for special needs learners in the class? What activities would you do again? What would you differently next time?